Survey ID _____

Baseline Survey | IRC/Lofa County CDD Program

Section I
Survey Identifier Information

Q 1. Household ID:	Lofa COUNTY	Voinjama | Zorzor [circle one] DISTRICT	PA#:	TOWN NAME	HH #
Q 2. Date/Time of Interview:	A. (DD/MM/YY) |__|__|/|__|__|/|__|__|	B. (24 hr clock) |__|__| : |__|__|			
Q 3. Enumerator Name and ID:	First Name	Last Name		Q 4. Enumerator ID	

First Respondent Information

Q 5. Name of First respondent (normally head of household)	First Name	Last Name			
Q 6. Is first respondent the Head of Household?	No 0	Yes 1	*If not:*	Q 7. Relation with head of Household: (Code P)	
Q 8. Was this person the head of *his/her own* household in 1989?	No 0	Yes 1			
Can you tell us the name of one friend or family member who will know where you are or how to contact you? Q 9. Name of contact person	First Name	Last Name	Q 10	Relationship [Use Code P]	
Q 11. Contact Information	County Code Q ____ ____	District Code Q ____ ____ ____ ____		Town Name _____	

Second Respondent Information (Enter once you begin 2nd interview)

Q 12. Name of 2nd Respondent for (Section IV to end):	First Name	Last Name		Q 13 Roster Number:
Q 14. How was the second respondent selected?	Randomly selected from all HH members aged 18 and over 0	Randomly selected from all available HH members aged 18 and over 1		
Q 15. Was this person the head of *his own* household in 1989?	No 0	Yes 1		

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II Pre War and Post War Household Roster

I want you to think about your household today. Your household includes everyone who is currently living here (for at least 1 month) and that eats from the same pot. First, list the name of each member of the household. For each person, I will ask a series of questions. Now think back to your household in 1989. List the names of other people who lived with you then, but may not live with you now because they have moved away or died.

ENUMERATOR: Skip Q 34 [Is [name] still alive?] for all present members of the household; for all members form the 1989 household that have died or left, enumerate only up to Q 34.

	Q 16	Q 17	Q 18	Q 19	Q 20	Q 21	Q 22		Q 24	Q 25	Q 26	Q 27	Q 28	Q 29
ID	HH Member Type	Name?	Relation to current Head of Household (2006) Use Code P	Relation to pre-war Head of Household (1989) Use Code P	Sex 0 Fem 1 Male	*Marital Status in 1989* 1 Marr 2 Div/Sep 3 Widowed 4 Never Mar 5. Living together	Age? If DK See Table in Manual and use approx age NOW (N) or AT DEATH	Q 23 *SELECTION of 2nd Respondent* *ENTER "X"*	*If born in or before 1989 (aged over 17)* Location before war, December 1989 Use Code Q	*If born in or before 1997 (aged over 9)* Location in electoral period July 1997 Use Code Q	Religion Use Code B	Ethnic Group Use Code L	Education in 1989 Use Code N	*If aged over 13* *In 1989:* 1989 Profession Use Code E
01	Post | Pre | Both													
02	Post | Pre | Both													
03	Post | Pre | Both													
04	Post | Pre | Both													
05	Post | Pre | Both													
06	Post | Pre | Both													
07	Post | Pre | Both													
08	Post | Pre | Both													
09	Post | Pre | Both													
10	Post | Pre | Both													
11	Post | Pre | Both													
12	Post | Pre | Both													
13	Post | Pre | Both													
14	Post | Pre | Both													

[Note: If more than 14 rows required, please use extra roster sheet and mark the household ID on top]

Survey ID _____

		Q 30			Q 31			Q 32			Q 33			Q 34		
ID	Name?	Was [name] **displaced** at any stage during the **first** Liberian war? [1989-1997]			Was [name] **displaced** at any stage during the **second** Liberian war? [1998-2003]			Was [name] injured or maimed as a result of the wars?			Did [name] **join** one of the fighting groups? (Whether Voluntarily or Not)			[For pre-war only household members only] Is [name] still **alive**? If not, what was the cause and date of death [skip Q 35- end of roster]		
		First displacement date mm yyyy	Date of Return mm yyyy	Location in which most time was spent during this period	Most recent displacement date mm yyyy	Date of Return mm yyyy	Location from which [name] returned	0 No 1 Yes	Who do you think was responsible for this injury / maiming? Use Codes J	Date mm yyyy	0 No 1 Yes Volunteer fighter 2 Yes Abducted	Date mm yyyy	Which group? Use Codes J	0 No 1 Yes	1 Illness [Use code C] 2 Old Age 3 Accident or non-war injury 4 War-related death: Killed by [Use code J] 5 Other (Specify with note)	Date of Death
01		__|__ __	__|__ __		__|__ __	__|__ __				__|__ __		__|__ __		XX	XXXXXXXXXXXX	XX
02		__|__ __	__|__ __		__|__ __	__|__ __				__|__ __		__|__ __			*if 1 or 4*: by ____	__ __|__ __
03		__|__ __	__|__ __		__|__ __	__|__ __				__|__ __		__|__ __			*if 1 or 4*: by ____	__ __|__ __
04		__|__ __	__|__ __		__|__ __	__|__ __				__|__ __		__|__ __			*if 1 or 4*: by ____	__ __|__ __
05		__|__ __	__|__ __		__|__ __	__|__ __				__|__ __		__|__ __			*if 1 or 4*: by ____	__ __|__ __
06		__|__ __	__|__ __		__|__ __	__|__ __				__|__ __		__|__ __			*if 1 or 4*: by ____	__ __|__ __
07		__|__ __	__|__ __		__|__ __	__|__ __				__|__ __		__|__ __			*if 1 or 4*: by ____	__ __|__ __
08		__|__ __	__|__ __		__|__ __	__|__ __				__|__ __		__|__ __			*if 1 or 4*: by ____	__ __|__ __
09		__|__ __	__|__ __		__|__ __	__|__ __				__|__ __		__|__ __			*if 1 or 4*: by ____	__ __|__ __
10		__|__ __	__|__ __		__|__ __	__|__ __				__|__ __		__|__ __			*if 1 or 4*: by ____	__ __|__ __
11		__|__ __	__|__ __		__|__ __	__|__ __				__|__ __		__|__ __			*if 1 or 4*: by ____	__ __|__ __
12		__|__ __	__|__ __		__|__ __	__|__ __				__|__ __		__|__ __			*if 1 or 4*: by ____	__ __|__ __
13		__|__ __	__|__ __		__|__ __	__|__ __				__|__ __		__|__ __			*if 1 or 4*: by ____	__ __|__ __
14		__|__ __	__|__ __		__|__ __	__|__ __				__|__ __		__|__ __			*if 1 or 4*: by ____	__ __|__ __

Survey ID _____

		Q 35	Q 36	Q 37	Q 38	Q 39	Q 40		
ID	Name?	*Current Marital Status*	*Highest level of education achieved*	*Is [name] in school now? If so, what type?*	*…If not in school, and aged under 20, why not?*	*If aged > 13 now*	*Did [name] suffer from any sickness or injury that prevented him/her from working or going to school in the past 1 month*		
		1 Marr 2 Div/Sep 3 Widowed 4 Never Married 5 Living Together	*(Current)* Use Codes N	0. *No* 1. Government 2. Church 3.Private 4. Community 5. Quranic 6. Other	Use Codes F	Profession Now Use Codes E	0 No 1 Yes	What sickness? Use Codes C	What kind of health provider did [name] see? Use Codes D
01									
02									
03									
04									
05									
06									
07									
08									
09									
10									
11									
12									
13									
14									

*Now I would like to ask you some questions about the **public amenities** available in this town. Items like wells, schools, latrines and so on.*	How many were there before the war? [Enter Number]	How many were constructed using community labor?	How many were constructed by the government with outside workers?	How many were destroyed during the war?	How many are there now?	How many of those (newly built or reconstructed) used community labor?
Q 41 Wells	___	___	___	___	___	___
Q 42 Schools [classrooms]	___	___	___	___	___	___
Q 43 Latrines	___	___	___	___	___	___
Q 44 Health Clinics	___	___	___	___	___	___

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III Household Assets

Q 45 How many of the following things does your household have?	Now	In 1989
A Separate Rooms	___	___
B Sheep or goats	___	___
C Chickens	___	___
D Guinea Fowl	___	___
E Bamboo Beds	___	___
F Wooden Beds	___	___
G Foam Mattress	___	___
H Straw mattress	___	___
I Buckets	___	___
J Fitted doors	___	___
K Radio / Tape player	___	___

Q 46 What is your main source of drinking water?		
PIPED	PIPED INTO DWELLING	1
	PIPED TO YARD/PLOT	2
	PUBLIC TAP/STANDPIPE	3
Well	TUBE WELL OR BOREHOLE	4
	PROTECTED DUG WELL	5
	UNPROTECTED DUG WELL	6
SPRING	PROTECTED SPRING	7
	UNPROTECTED SPRING	8
Other	RAINWATER	9
	TANKER TRUCK	10
	CART WITH SMALL TANK	11
	SURFACE WATER/RIVER/LAKE	12
	BOTTLED WATER	13

Q 47 What is the material of the roof of your house?		Now	1989
Natural Roofing	THATCH/PALM LEAF	1	1
Rudimentary Roofing	PALM/BAMBOO/MATS	2	2
	WOOD PLANKS	3	3
	TARPAULIN, PLASTIC	4	4
Finished Roofing	ZINC, METAL	5	5
	WOOD	6	6
	CERAMIC TILES	7	7
	CONCRETE, CEMENT	8	8
	ASBESTOS SHEETS, SHINGLES	9	9

Q 48 *For the house you live in now, where did you get this material?*	NEW FROM UN/NGO	NEW + GOT PRIVATELY	FROM BEFORE	OTHER
	0	1	2	3

Q 49 How many tins of rice will / did your household plant…?	This year	In 1989

Q 50 What is this household's most important source of income? [Use Code M]	Now	In 1989

Q 51 What is the material of the walls of your house?		Now	1989
Natural Walls	MUD AND STICKS	1	1
	CANE/PALM/TRUNKS	2	2
	STRAW, THATCH MATS	3	3
Rudimentary Walls	MUD BRICKS	4	4
	PLYWOOD, REUSED WOOD	5	5
	CARDBOARD, PLASTIC	6	6
Finished Walls	CEMENT / STONE BLOCKS	7	7
	BRICKS	8	8
	WOOD PLANKS/SHINGLES	9	9

Q 52 Does the household or a household member own the dwelling?	Owns dwelling	Rents dwelling	Family House (No rent)	Other house (no rent)	Nomad / temporary	Other
	0	1	2	3	4	

Q 53 Before the war was your dwelling in exactly the same place as it is now?	No	Yes
	0	1

Q 54 Have you been given new rights by [chief / paramount chief / land commissioner] to land in the past 6 months?	No	Yes	Other
	0	1	

Q 55 Is there land in the town that is not used that you want to have access to but that you are unable to get permission to use?	No	Yes
	0	1

Q 56 Yesterday how many times did this household cook a meal?		Other
	____	

Q 57 During the rainy season how many hours or minutes walk does it take you to go to the nearest …

	A. Supply of drinking water	B. Food market	C. Public transportation	D. Primary school	E. Secondary school	F. Health clinic or hospital	G. Pit Latrine
	____ Hrs ___ Mins	____ Hrs ___ Mins	____ Hrs ___ Mins	____ Hrs ___ Mins	____ Hrs ___ Mins	____ Hrs ___ Mins	____ Hrs ___ Mins

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IV Community Characteristics

Now thank the head of household and begin questioning the 2nd respondent for the house. READ SCRIPT FROM MANUAL HERE.

Enter the date and time of the beginning of this interview: (DD/MM/YY) |__|__|/|__|__|/|__|__| B. (24 hr clock) |__|__| : |__|__|

Q 58 Have you faced difficulties gaining acceptance in this town?	No	Yes
	0	1

Q 59 Are there any kinds of **new arrivals** that would **not** be **welcome** here?	No	Yes
	0	1

Q 60 Who are they? [Use Code K]
____

I would like to ask you some questions about the people arriving in this community.

On to what **land** are **new arrivals** moving?	Mainly to households and land they owned and/or worked on before the war	To land that used to belong to others	To land that was not used before the war	They don't have land to move on to	Other (DK=-99)
Q 61 Returnees	0	1	2	3	____
Q 62 New Migrants	0	1	2	3	____

If **new arrivals** have access to land, how are they getting **land**?	Being given by individual owners	Being given by chiefs	Being given by government officials	Taking it on their own	Other (DK=-99)
Q 63 Returnees	0	1	2	3	____
Q 64 New Migrants	0	1	2	3	____

*I would now like to ask you some questions about your **feelings towards different categories of new arrivals**.*	They should be **tolerated** in this town	They should be **welcomed** and given land	They should be allowed to be **among the leaders** of this community	As a **very close friend**	I would be comfortable having these people as **close kin by marriage**
Q 65 Returnees	0 1	0 1	0 1	0 1	0 1
Q 66 New Migrants	0 1	0 1	0 1	0 1	0 1
Q 67 Ex Combatants	0 1	0 1	0 1	0 1	0 1

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V Community Empowerment: Behavior and Attitudes

Now I would like to ask you some questions about life in this town. Often decisions need to be made that affect the lives of people in the town. I want to ask you about how you think such decisions are made in this community.

Imagine two families are in dispute over who owns a piece of land in the town. A decision needs to be made about who owns the land.

	Community members	Quarter chief	Town Chief	Clan/Paramount Chief	Elders / Religious Leaders	Youth Group	Women's Group	Sande	Land Commissioner	Dist. Commissioner /Mayor/ Superintendent	Reps in House / Senate	LNP	UNMIL	NGOs	Other
Q 68 For each of the following individuals/groups, can they **block** a decision even if all others are in agreement? *Circle if "yes" for as many that apply*	0 1	0 1	0 1	0 1	0 1	0 1	0 1	0 1	0 1	0 1	0 1	0 1	0 1	0 1	0 1
Q 69 Which group usually plays the biggest role in resolving the dispute? Which comes second? *Double Circle for 1st;Single for 2nd*	1	2	3	4	5	6	7	8	9	10	11	12	13	14	16
Q 70Which *two* do you think *should* play the biggest role?	1	2	3	4	5	6	7	8	9	10	11	12	13	14	16

Imagine that the community receives funds to invest in improving the infrastructure in the town. A decision needs to be made about how the funds should be spent.

	Community members	Quarter chief	Town Chief	Clan/Paramount Chief	Elders / Religious Leaders	Youth Group	Women's Group	Sande	Dist. Develp't Officer	Dist. Commissioner /Mayor/ Superintendent	Reps in House or Senate	LNP	UNMIL	NGOs	Other
Q 71 For each of the following individuals/groups, can they **block** a decision even if all others are in agreement? *Circle if "yes" for as many that apply*	0 1	0 1	0 1	0 1	0 1	0 1	0 1	0 1	0 1	0 1	0 1	0 1	0 1	0 1	0 1
Q 72 Which group usually plays the biggest role in making such a decision? Which comes second? *Double Circle for 1st;Single for 2nd*	1	2	3	4	5	6	7	8	9	10	11	12	13	14	16
Q 73 Which *two* do you think *should* play the biggest role?	1	2	3	4	5	6	7	8	9	10	11	12	13	14	16

Q 74 If your town was given funding for some development project, what do you think the community should spend it on first? What is the second most important priority? And the third?	Schools	Clinics	Town Hall, palaver hut/ Community Hall	Road Repair / Maintenance	Well / Handpump	Latrines	Agricultural Inputs	Other _____
	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3

Let's talk for a moment about the kind of community you would like to live in. Which of the following statements is closest to your view?

← Argument A Some people say…	Strongly with A	Agree with A	*DK*	*Neither*	Agree with B	Strongly with B	Argument B → Some people say…
Q 75 A. As members of the town, we should be more active in questioning the actions of our leaders.	1	2	-99	-88	5	6	B. As members of the town, we should show more respect for authority
Q 76 A. Once in a position of authority, leaders are obliged to help their own family or ethnic group.	1	2	-99	-88	5	6	B. Since leaders represent everyone, they should not favor their own family or ethnic group.
Q 77 A. All people should be permitted to take part in important decisions, even if they don't understand the issues or are new to the community.	1	2	-99	-88	5	6	B. Only those who understand the issues very well should be allowed to take part in important decisions.
Q 78 A. Women should have equal rights and receive the same treatment as men do.	1	2	-99	-88	5	6	B. Women have always been subject to traditional laws and customs and should remain so.
Q 79 A. Since elections sometimes produce bad results, we should continue with traditional methods for choosing leaders.	1	2	-99	-88	5	6	B. We should choose our community leaders through regular and open elections.

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VI Community Cohesion and Collective Action

Q 80 In the past 6 months, have you done any of the following?	No	Yes	Other
A Attended a town meeting?	0	1	
B Made a speech or suggestion at the last meeting you attended?	0	1	
C Met with the town, clan, or paramount chief to raise an issue?	0	1	
D Participated in an election campaign with one of the parties?	0	1	
E Voted in the presidential or legislative elections last year?	0	1	
F Notified police or the courts about a local problem?	0	1	
G Met with or contacted a government official to raise an issue?	0	1	

Q 81 Are you a member of a *club* (interest-bearing) for credit or saving?	No	Yes	Other
A How many clubs are you a member of? ["0" for none]	___		___
For the group for which you have the most shares:			
B How many members does the group have?	___		
C Has the group accepted new members in the past three months?	0	1	
D Approximately how many of these members are men?	___		
E How many members are there from an ethnic group different than yours?	___		
F Does this group have any new migrants or ex-combatants as members?	0	1	
G How many shares (hands) do you have in the group?	___		
H How much does each share (hands) cost?	___		
I Does the group provide loans to non-members?	0	1	
J Have you acted as a guarantor for a non-member?	0	1	
K Did any borrowers **default** at the end of the last term (last December) for which the guarantor lost his or her share as a result of the default?	0	1	

Q 82 In the past 6 months, have members of the town approached anyone such as government officials or organizations asking them to initiate an action for the community:	What project? (Use Code G)	Who? (Code H)	Did it lead to a change? No	Yes	Other
	___	___	0	1	

Q 83 Over the past 6 months, has there been a **community initiative** to:	No	Yes	Other		Q 84 Who **initiated** this? [Use Code H]	Q 85 Did your HH contribute **time or labor**? No	Yes	Other
a. Rebuild a primary school or health clinic?	0	1		*If yes*	___	0	1	
b. Organize Roadbrushing?	0	1		*If yes*	___	0	1	
c. Re-grade a local road?	0	1		*If yes*	___	0	1	
d. Dig or repair a well or hand-pipe for water?	0	1		*If yes*	___	0	1	
e. Organize patrols to provide security to the community?	0	1		*If yes*	___	0	1	
f. Increasing agricultural productivity	0	1		*If yes*	___	0	1	
g Rebuild a church or mosque?	0	1		*If yes*	___	0	1	

Q 86 Are any of the following types of **association** active in your town?	Active? No	Yes	# of Members	Are you a **Member**? No	Yes	Other
A Susu [Non-Interest-bearing]	0	1	___	0	1	
B Koo	0	1	___	0	1	
C A women's action group	0	1	___	0	1	
D A farmers group or cooperative?	0	1	___	0	1	
E A water committee?	0	1	___	0	1	
F A religious association?	0	1	___	0	1	
G School committee / club / PTA?	0	1	___	0	1	
H Sports, drama, music or dance club?	0	1	___	0	1	
I Other? _____	0	1	___	0	1	

Q 87 Sometimes it is hard for communities to work together because of *differences that exist between people living in the same town.* To what extent do differences such as the following tend to **divide** people in your town? Differences…	Not at all	Somewhat	Very Much	Q 88 Are these differences **more or less difficult** compared to before the war More	Same	Less
A…between rich and poor	0	1	2	0	1	2
B…between men and women	0	1	2	0	1	2
C…between younger and older generations	0	1	2	0	1	2
D…between returnees and new migrants	0	1	2	0	1	2
E…in religious beliefs	0	1	2	0	1	2
F…in ethnic group	0	1	2	0	1	2
G…in education	0	1	2	0	1	2
H Other differences: _____	0	1	2	0	1	2

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VII Empowerment and Trust

Q 89 [READ SCRIPT FROM MANUAL HERE] [Read stories then ask] How free is [name] to say what she thinks in the town?	Not Free at all	A Little Free	Very free	Totally Free
A "[Flomo / Mohammed / Esther / Mariama] attends the meetings and offers his/her thoughts and opinions without fear of retribution, even if he/she knows other people won't like what s/he has to say."	0	1	2	3
B "[Harris / Ibrahim / Mary / Fanta] almost never speaks his/ her mind at meetings even if he/she has something to say because s/he fears that s/he will have trouble if s/he disagrees with others."	0	1	2	3
C "[John / Sekou / Sarah / Hawa] attends meetings but normally does not like to speak because s/he fears how others will respond to her/him. However s/he does speak whenever a matter is of great importance for him/her"	0	1	2	3
D Overall, how free are *you* to say what you think in this town?	0	1	2	3
E How free are women to say what they think in this town?	0	1	2	3
F How free are young people to say what they think in this town?	0	1	2	3

Q 91 In some clubs a person who is not a member of the club can sometimes get credit, but one member of the club has to be a guarantor for that person. If the person does not pay back then this is taken out of the profits of the guarantor. If you were a member of a club like this how likely would you be to act as a guarantor for the following?	Very unlikely	Some-what likely	Very likely	Certainly
A Your husband / wife	0	1	2	3
B People from this town	0	1	2	3
C People from your ethnic group in this town	0	1	2	3
D People from other ethnic groups in this town	0	1	2	3
E Ex-combatants in this town	0	1	2	3
F Town, clan, and paramount chiefs	0	1	2	3
G District and county superintendents	0	1	2	3
H Government officials in Monrovia	0	1	2	3

Q 90 During the last 6 months…	No	Yes	Who did you report it to? Use Code H	Did this have an affect?
A …has anyone stolen any livestock/chickens from you?	0	1	____	0 1
B …has anyone stolen any household items from you?	0	1	____	0 1
C …have you been involved in any physical fighting?	0	1	____	0 1
D …have people living near you in your town used weapons for fighting?	0	1	____	0 1
E …have there been problems of violence in your household?	0	1	____	0 1

READ SCRIPT HERE	Not willing at all	A Little Willing	Very Willing	Totally Willing
Q 92 How willing is [name] to contribute to community projects? A "[Flomo / Mohammed / Esther / Mariama] gets involved in organizing people and arranging meetings. S/he often spends a lot of his/her time and money on things that are good for the town even if s/he does not benefit directly from them."	0	1	2	3
B "[Harris / Ibrahim / Mary / Fanta] tends to keep to him/herself and not get involved too much in town projects unless s/he is forced to."	0	1	2	3
C "[John / Sekou / Sarah / Hawa] attends meetings and says what s/he thinks is important. If asked, s/he often provides work or money to help community initiatives."	0	1	2	3
D How willing are *you* to participate in community initiatives?	0	1	2	3
Overall, how willing are the following to participate?				
E People from this town	0	1	2	3
F People from your ethnic group in this town	0	1	2	3
G People from other ethnic groups in this town	0	1	2	3
H Ex-combatants in this town	0	1	2	3
I Town, clan, and paramount chiefs	0	1	2	3
J District and county superintendents	0	1	2	3
K Government officials in Monrovia	0	1	2	3

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VIII Isolation

Q 93 Can you tell me the name of…	No	Yes		
A… the President of Liberia?	0	1		Name: _____
B …the Speaker of Liberia's House of Representatives?	0	1		Name: _____
C… any person elected to represent this area in the House of representatives or the Senate?	0	1		Name: _____
D… the Lofa County (interim) superintendent?	0	1		Name: _____
E … your District Commissioner?	0	1		Name: _____
F… the chairman of your District Development Committee?	0	1		Name: _____

Q 94 In the last month have you or anyone in your household…		
	No	Yes
A Visited or been visited by someone in a neighboring town that is at least a half hour walk away?	0	1
B Visited or been visited by someone from the district capital?	0	1
C Visited or been visited by someone from Monrovia?	0	1
D Listened to UNMIL radio?	0	1
E Read a national newspaper?	0	1

IX Conclusion

We are now finished the interview. Thank you for your time. If you want to contact us, or if you have concerns, the County Superintendent and District Commissioners have our contact information. We hope that this survey will help NGOs and the government better provide services to communities in Lofa County.

Enumerator Impressions

Q 95 Time End Interview	__:__							
Q 96 Did the interview end before completion?	No 0	Yes 1	*If so*: Why?					
	First Respondent				2nd Respondent			
Q 97 Language of Interview	Mostly Liberian English 0	Mostly Lorma 1	Mostly Mandingo 2	Other [Code L] _____	Mostly Liberian English 0	Mostly Lorma 1	Mostly Mandingo 2	Other [Code L] _____
Q 98 How would you judge the respondents' ability to understand the language used in the survey?	Displayed no problems 0	Displayed moderate difficulty 1	Serious problems 2		Displayed no problems 0	Displayed moderate difficulty 1	Serious problems 2	
Q 99 Did you feel that the respondents were willing to share information?	Very willing to share 0	Neither willing nor reluctant 1	Reluctant to share 2		Very willing to share 0	Neither willing nor reluctant 1	Reluctant to share 2	
Q 100 Did you feel that the respondents were able to concentrate throughout the interview?	Concentrated throughout 0	Lost concentration during interview 1	Distracted throughout 2		Concentrated throughout 0	Lost concentration during interview 1	Distracted throughout 2	

Supervisor Review

Q 101 Is household ID marked on both page 1 and page 2?	No 0	Yes 1	
Q 102 Clarity of Writing	Many Problems 0	Some Problems 1	Acceptable 2
Q 103 Is tracking information clear and complete?	No 0	Yes 1	
Q 104 Frequency of Errors / Inconsistencies?	Many 0	Some 1	None 2

Team Leader Name and Signature

Name:

Signature:

IRC/Lofa County CDR Program Baseline Survey Manual

The IRC/Lofa County CDR Program Baseline Survey will collect data on economic status, access to services and attitudes and behaviors from a sample of 2400 households in two districts in Lofa, Zorzor and Voinjama. The sample size for this survey is to be drawn randomly from a set of approximately 100 clusters that cover all of these two districts. The survey will be administered by the Liberia Institute of Statistics and Geo-Information Services (LISGIS) in Lofa by a team of approximately 24 enumerators in April 2006.

This document accompanies the survey instrument explaining the meaning and purposes of the questions asked and providing codes and interpretations for answers.

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I General instructions

- All text marked in italics in this document is "script"—it is text that you should read out aloud.

- Definition. The household is defined as all people that have been eating together from the same pot for a period of at least one month.

Marking Answers

- No questions unanswered. The survey is designed such that when it is completed *there will be no question for which there is no answer*. Either one of the closed responses should be circled OR a code for "don't know", "not applicable" or "refused to answer" should be marked. There is no area of this survey where questions are simply skipped because they are irrelevant or for other reasons. And the first thing that the supervisors will check when they examine the surveys is that there is indeed some form of response written for every question.

- In most cases the answers to questions are recorded by placing a circle around a code corresponding to the answer given. In order to mark the respondent's answer, make a circle around their choice. In a few other questions you are asked to write in a response; in almost all cases this will be either a number—such as a date—or it will be a code, signifying some response from a larger listing of possible responses.

- Special responses. For all questions, -99 means "don't know," -88 means "inapplicable" and -77 means "refused to answer."

- Adding Notes. Any time you do not have space, put an asterisk in the box, and at the bottom of the page, repeat the asterisk, note the question number, and write your longer description there.

- In case of error. If you make a mistake or the respondent changes his or her mind, place an X next to the old circle and make a double circle around the correct response.

Using Estimates

- Estimating Months. If you need to estimate a month, you may ask the respondent to try to recall the stage of the planting season. The rice farming activities take place during the following months:

Brushing	December
Burning	April
Planting	May
Harvesting	October/November

- Estimating Years. In some cases individuals may not be able to recall particular years well—such as the year of their birth or of the birth of other individuals in the household. However even in these cases individuals often remember particular events that can then be associated with a given year. A listing of such events is provided at the end of this manual.

II The Introductory Script

The following is the script you should use when you meet the household head:

*Hello, my name is [*Name*]. I am here to ask if you will participate in a research study about your household and your town conducted the IRC in partnership with the Liberia Institute for Statistics and Geo-Information Services. Can I tell you a bit about our study?*

[They say yes or no.]

Our goal is to obtain an accurate picture of how people in this community experienced the war and how the recovery process is unfolding. I will begin by asking you, as head of the household, a set of questions about the structure of the household before the war and now. Then, to ensure that the people we speak with are representative of the town more generally, I will identify an additional member of your household that I will speak with randomly. This means that every person in your household between age 18 and 60 has an equal chance of being selected.

I will ask you some questions about your background, experiences during the war, the community you live in, and the challenges faced by your town. Your participation is entirely voluntary and there is no need to answer any question.

You can refuse to answer the entire survey, or you can tell us when a question makes you uncomfortable and we will skip that question. There is no need to answer any question that makes you uncomfortable. If you like, you can end the interview at any time.

The study will be used only to understand the process of community recovery, as part of a research project. It is hoped that the information you give will help us improve the services provided to the community by the government and international donors and NGOs.

All your answers will be kept private and confidential, and the only person that will have access to this information is the head researcher for this study. Whenever information is made available to other people from this study, that information will not include your names or other information that can be used to identify you.

As with all studies there are some small benefits and risks associated with this research. The main risk is that we will be asking you some questions about the way your household and community suffered from the war. For some people these are difficult memories and they do not like talking about these things. The benefits are that taking part in this research gives you the possibility to help contribute to a broad understanding of the needs in your district. These will help improve the way development projects work. It also gives you the possibility to voice your opinions about matters that are important to you.

If you have any questions, or if problems arise, you may contact the LISGIS Office in Monrovia. You may also speak to the District Commissioner or County Superintendent, who have all of our contact information and are supportive of this study.

We expect this survey to take approximately one hour to complete. May we have your permission to ask these questions, and would you be willing to have someone in your household participate?

Simple English Translation:

My name is _____. I come from Monrovia. The groups called Liberian Institute for Statistics and Geoinformation Services and the International Rescue Committee are the people who sent us here. I am here so that you can help me and tell me about yourself your family and your town. Our main reason for coming is to find out the correct things that happened to you people and your town from the time the war started in 1989 up to today.

Let me start by asking you since you are the head of this house some questions about your whole family also I will come ask another person who is from your family but that person has to be 18 years but not more than 60 years. I will ask you questions about yourself and what you know that happened during the war in this town and the problems that your town is really facing the time you are going to take to talk to me will really help us. But, in any case, if I ask you any question that you do not feel good to answer feel free to tell me and I will put that one side and go to another one. We are hoping that what you are going to tell me will help the government and the NGOs to know the kind of help they will have for you people in the country.

You see this thing that we are doing will also help to know how you are doing in this town. Everything that you are going to tell us your name will not be called inside. Nobody will know your name. We only want to talk to you for about one hour.

In all studies there are some benefits and some risks. The main risk is that we will be asking you some hard questions about the war. For some people these are difficult memories and they do not like talking about these things. The benefits are that taking part in this research means you get to tell the government about the kinds of needs in your district. These will help improve the way development projects work.

Do you agree for me to ask you questions? Will you show us a quiet place that we will go and sit down and talk?

Question by Question Guide

Section I | Respondent Information

Survey Identifier Information

The first section of the first page is used to record information that identifies the survey. It records the location of the household, the time of the interview and information about you the enumerator.

Q 1 Location / ID. The county code will always be 21, for Lofa County. The districts will in almost all cases be either 2118 for Voinjama or 2120 for Zorzor. The town name and household number should be written in by the enumerator. The household ID will be given to you by your supervisor when he allocates households for enumeration.

Q 2 Date / Time Write in the day of the interview (month and year are filled in already). Write in the time the interview begins using a 24-hour clock.

Q 3 - Q 4 Your identifier information. Write in your first and last name as well as your two-digit Interviewer ID number.

First respondent

Q 5 Enter the Name of the first respondent (this is normally the had of the household)

Q 6 Typically the 1st respondent is the head of household, However, if the head of household can not be found, the respondent might not be the household head. In this case, please indicate that here.

Q 7 Relation to HH Head. The first respondent is normally the head of household, in which case this is marked NA; otherwise enter the relationship of the respondent to the head of the household.

It is very important for us to be able to do follow up interviews with the individuals surveyed here. To help with this we ask the respondents to provide contact information from people who will likely be able to contact them.
Say: *We will likely want to contact you to ask some follow-up questions in approximately two years*.

Then complete the following questions:

Q 8 This question simply records whether the first respondent was the head of the household *that he or she was in* before the war in 1989. It is quite possible that the individual was in quite a different household than what he or she is in now and this is not a problem.

Q 9 Enter the name of a contact person
Q 10 Enter the relationship between the contact person and the first respondent using codes set P.
Q 11 Enter a location where this person can be found

2nd respondent

Q 12 Enter the first and last name of the 2nd respondent for the household as well as the roster number corresponding to that person. Note that that this should be written in at the moment when you begin interviewing the second respondent, once you are sure that that person will be available. Note that it is possible that the second respondent is the same person as the first respondent—this can easily result from the randomization and is not a problem. You should still however enter all the information even in this case.

Q 15 This question simply records whether the 2nd respondent was the head of the household *that he or she was in* before the war in 1989. It is quite possible that the individual was in quite a different household than what he or she is in now and this is not a problem.

I want you to think about your household today. Your household includes everyone who eats from the same pot. Please list the name of each member of the household.

After they have listed each current household members:

Now think back to your household in 1989. List the names of other people who lived with you then, but may not live with you now because they have moved away or died.

Note on Polygamous head of households. It is possible that a single person is the head of multiple households. If this is the case it may not be clear what is meant when you say "think back to your household in 1989" which household they will choose. If the wife in the present household was a wife in 1989 then the question should refer to that household. If however there are multiple 1989 households not including the present household wife, then the respondent should be asked to talk about the 1989 household with his first wife (or earliest wife). In these cases enumerators should mark that the head of household is "polygamous" and that this choice had to be made.

Take down the first name of the individual on both the first page and on page two.

Once you have a complete list of current and 1989 household members, begin with question 12.

For the entire household roster, you will read each question for each member of the household before moving on to the next question. This means you are reading by column, not by row.

Q 16

If the individual is a member of the household currently, circle Post.
If the individual was a member of the household before 1989, circle Pre
If the individual was a member of the household both before AND after the war, circle Pre, Post and Both.
By checking both, you are confirming that the person had been a member both before and after the war.

If someone was living there after the war but was no longer lives there now, do not record their name or ask about them.

Q 17 Enter the first name only.

Q 18 - **Q 19** Relationships. Codes are in the survey instrument for the relations to the *head of household*. Note that the head of household now might not also have been the head of household in 1989. For this reason two columns are provided and you are asked to provide the relationship of each individual both to the present head but also to the 1989 head.

Example: We interview John. John is head of household now. But in 1989 he was living in a house in which John's father, George, was head of household. In that case in the row for John we note that he *is* the 2006 head of household (enter code =1 for **Q 18**) and that he is the *son* of the 1989 head of household (**Q 19**). On the row for George we note that he is the *father* of the 2006 head of household (**Q 18**) but that he *is* the 1989 head of household (enter code =1 for **Q 19**). If John had a son, Peter, then Peter would be the son of the 2006 head of household (enter code=5 for **Q 18**), but the grandchild of the 1989 head of household (code 9 for **Q 19**). These results are shown in the following table.

Q 17	Q 18	Q 19
Name?	Relation to current Head of Household (2006) Use Code P	Relation to pre-war Head of Household (1989) Use Code P
John	*1*	*5*
George	*2*	*1*
Peter	*5*	*9*

If ever the relationship is not captured by one of the codes, write the number 10 followed by a description of

the relationship. Note that all relations are defined in terms of blood relations. Brother or sister should be used if the individual shares one parent with the head of the household. The terms brother and sister are sometimes used in a more informal way to indicate closeness; this is not what is meant here. For the purposes of the survey the terms are only used if the person and the head of household share at least one parent.

Q 20 Note a 0 for female and a 1 for male.

Q 21 Codes for marital status appear on the survey.

Q 22 Enter the age of the respondent. If they don't know, ask them for an estimate and record that estimate followed by a question mark. To help with getting estimates please consult the list of prominent dates in Liberia history found towards the end of this manual. If the estimate refers to their age now, follow the question mark with the letter N. If the estimate refers to the age at which they died, follow the question mark with the letter D.

Selection of 2nd respondent. At this point, you will select the second person in the household to interview (though you will continue to speak with the first respondent for a bit). By now, you know all the people that are currently living in the household. Select the number of cards for all those living in the household. Each of those people should be represented by one card (including the head). Read the following:

- *Though I will want to speak to you some more, I'd like to choose the person that will respond to the second half of the survey now. To select this person, I will ask you to choose a card from the following pile. The number on the card will correspond to an individual household member recorded on the roster. If it corresponds to someone under the age of 18 or over 60, I will ask you to select again. After we are done speaking, I will ask to speak to them in private for the remaining part of the interview.*

Hold out these cards face down in an array before the head, and ask him or her to select one. If the card selected corresponds to the head of the household, they you will interview the head throughout. If it corresponds to a person under 18 or over 60, put that card aside and ask the head to draw again until he draws the card of an acceptable respondent. *Make sure that respondent can be made available in approximately 25 minutes.* If for some reason the respondent will not be available this day, repeat this exercise for all people that are not traveling and that may be available at some point during the day.

Once the 2nd respondent has been selected, you should mark an "X" in the column corresponding to Q 23. You will then continue the interview with the first respondent (head of household), up to the beginning of Section 4. *You should organize however for the second respondent to be ready for his interview in approximately 20-25 minutes' time*.

…continuing with the roster:

Q 24 The pre-war location should be recorded for all household members over 17 years old. Use codes found in section Q of the codesheet.

Q 25 The location in 1997 should be recorded for all household members over 9 years old. Use codes found in section Q of the codesheet.

Q 26 Religion codes are found in section B of the codesheet.

Q 27 Ethnic group codes are found in section L of the codesheet. Up to two ethnic groups can be entered. For the purposes of the survey we include Americo-Liberian as an ethnic group.

Q 28 Education codes are found in section N of the codesheet.

Q 29 Profession codes are found in section E of the codesheet.

Q 30- Q 31 Displaced will be defined as having left the town because of the war for a period of at least three months.

Location where they spent the most time during the displacement refers to a geographic location. For this question, refer to the codes in section P of the codesheet. Note that one of the codes here is simple "bush" to be used when individuals spent a long time in the forest or in the bush. If the person was never displaced you should mark -88.

Q 32 Injury/maiming will be defined as any physical harm that left the respondent unable to work two days or more. Fighting group codes can be found in section J.

Q 33 "Joining" a fighting group is defined as being someone who traveled with a fighting group (whether or not the person was a *fighter*) for a continuous period of at least one month.

If he/she did not join at all, write 0. If he/she did join, ask whether this person joined voluntarily or was abducted. Write 1 for volunteer and 2 for abducted. Use the fighting group codes from section J of the codesheet. We are referring specifically to the group they first joined.

Q 34 Still living? For this question about whether the household member is alive:

If yes, this member is still alive, enter 1 for yes and then move on to the next question.

.

If no, this member is dead, record the cause and date of death, and then skip the rest of the questions in the roster for this person.

For two of the causes of death you should provide extra detail. If the person died of a sickness, you should use code C to record what the sickness was. If the person was killed by one of the groups, you should record which group that was using code J.

Q 35 Codes for marital status are found in the survey.

Q 36 See the education codes in section N in the codesheet.

Q 37 This refers to the type of school. Codes are in the survey.

Q 38 Codes for *non*-attendance of school are found in section F in the codesheet.

Q 39 Codes for profession are found in section E of the codesheet.

Q 40 Record whether or not the household member was sick enough in the past month that he or she was unable to work (or, for children, unable to attend school) for at least two days. Sickness codes can be found in section C of the codesheet, and health care provider codes can be found in section D.

Q 41 - Q 44

This question is asking about four types of public facilities: wells, schools, latrines and health clinics. Start with wells.

First, ask them how many existed in their town before the war. Write down that number.

If there were any before the war, ask how many were constructed using community labor. If there were none before the war, skip to the question at the end that asks if there are any in the community now.

If you have not yet accounted for all the pre-war wells, ask how many wells were initiated by the government using outside labor.

Again assuming the existence of pre-war wells, ask how many wells were destroyed during the war.

Destroyed during the war means rendered unusable because of damage done to the facility due to attacks on the town or actions by the fighting groups.

Finally, ask how many there are in the town now. This includes wells that were rebuilt after the war as well as those that were constructed anew.

Repeat this process for schools, latrines and health clinics.

Section III | Household Assets

I would now like to ask you some questions about your home.

Most of the household assets questions are simple factual questions. For many of them you will have to ask the person to recall both the assets of the household right now, and the assets of the household in which that person was living *right before the war* in December 1989.

Q 45 Assets. Simply record the number of each item both now and in 1989.

Q 46 Water. The categories on the left—piped, well, spring, other—are guidelines to help you understand the possible answers. Simply circle the main source, such that only one is circled.

Q 47 Roof. Again, the categories on the left are meant to help you understand the possible answers. Circle the relevant roof material.

Q 48 Material. Only ask this question if the material is a synthetic material, i.e. tarpaulin, plastic, zinc, metal, tile, etc.

Q 49 Rice. Land will be estimated based on the quantity of seed planted. Rice seed comes in tins. Sometimes rice seed is measured in buckets, which are roughly equivalent in size to a tin. There are three tins / buckets in a bag. If they tell you the number of bags, multiply this number by three. For example if they tell you one bag and two buckets, this is equal to 3 tins plus 2 tins; a total of 5 tins.

Q 50 Income Sources. These refer to activities or sources that produce provide the household with cash. They include things like remittances and DDR benefits as well as things like wages and proceeds from sales. See the codes in section M in the codebook.

Q 51 Walls. Again, the categories on the left are meant to help you understand the possible answers. Circle the relevant material.

Q 52 Dwelling Ownership. The "family" (option 2) is any member of the respondent's extended family. A nomadic/temporary dwelling is any structure that the household plans to occupy for fewer than one month.

Q 53 Dwelling Location. We are asking here whether the actual house sits on the same land that it did before the war—that is, are they occupying the same physical structure that they did in 1989, or have they rebuilt in exactly the same place?

Q 54 New land rights from the chief does not refer to legal rights, but the right to use land for planting. Newcomers are those who move to the town with the intent of staying, but who do not have land there already.

Q 55 Unused land. The respondent does not need to have actually sought permission; rather, he/she simply needs to feel that the land is inaccessible.

Q 56 Food security. This question asks how many meals were cooked by the household the previous day.

Q 57 Walking time. Here you ask the respondent how long it takes to walk from his/her home to a number of facilities. Importantly you are asking them to estimate the time during the rainy season. Also, it is important to emphasize that you are asking how long it takes the respondent to walk these distances—not some other person they know.

Section IV | Community Characteristics

Recall that you will already have selected the 2nd respondent to speak to when you got to Q 23. Now you should begin talking with this person.

Hello, my name is _____. [Script from beginning of survey here]

I would like to ask you some questions about both your community's experience during the war and the experience of those returning to the area now that the war is over. The first questions I want to ask you about are about people who are returning or coming for the first time to this town.

Q 58 Respondent Difficulty Gaining Acceptance. This question refers to social difficulties—for example if the respondent feels that people are making life difficult for him or her as he tries to settle here or if people would rather that he or she not be living in this town.

> You catch hard time with the people in this town? Or:
>
> - Are the people giving you any hard time to stay here?
> - Are you catching a hard time for the people to open their hands to you?
> - Are the people giving you a hard time to live here?

Q 59 New arrivals in this case are any people who are moving in to the town to live from elsewhere. New arrivals are broken down into two categories.

- *Returnees*—are people who had left during the war and returned within the past 6 months. For the purposes of the survey the term is used specifically for returnees to the town rather than returnees to the country of the region more generally. Some returnees may be displaced persons, others may be ex-combatants.
- *New migrants*—are people who did not live in the town before the war but live there now.
- Ex-combatants can also be new arrivals, and they can be either returnees or new migrants.

Q 60 In Q 60 we then ask which types of migrants *in particular* are not welcome. Migrant codes are found in section K of the codesheet. Only ask about unwelcome migrants if the respondent answers yes to the first part of the question (that is, the part of the question that asks whether any group would be unwelcome there). Otherwise simply enter -88 for inapplicable. If the respondent volunteers the name of multiple unwelcome groups then establish which of these is most unwelcome and mark that. However on this question you should not probe in order to elicit a list of unwelcome migrants, only use categories that the respondent volunteers.

> You got new people that you don't want to stay here?
>
> *Or*
>
> You know anybody that you would not want to be in this town?

Q 61-Q 62

This question asks to what land are new arrivals moving. A series of options are listed, each of these options should be read out and the respondent should be asked to select the one that s/he feels best reflects the situation.

On what place the new people stay?

59. People who were here before and are coming back.
60. People who were not here before and are coming back.

0. Their own farm spot?
1. Other people farm spot?
2. The bush.
3. No free bush.

Q 63-Q 64: This question refers to *how* individuals get rights. The response "taking it on their own" can be used either for a returnee who does not feel he needs to ask anybody or for somebody that the respondent may see as an outsider but who has taken land without consulting third parties.

The new people, how are they getting bush?

61. People who were here before and are coming back.
62. People who were not here before and are coming back.

0. Bush owners give them bush.
1. The town chief gives them bush.
2. Big government people give them
3. They take it by themselves.

Q 65-Q 67

This question deals with perceptions of the acceptance three groups of people receive in the town. The first is returnees (those who used to live in the town, had to leave, and have now returned), the second is new migrants (those who only came to the town for the first time recently but hope to stay) and the third is ex-combatants. Recall that ex-combatants can be returnees or new migrants. It is possible that in general that returnees in general are welcomes but that ex-combatants as a group are generally not (or vice versa).

For each group, ask across the entire row before moving on to the next group.

I want to ask you how you feel about the people just coming back.

1. People who were here before and are coming back
2. People who were not here before and are coming back
3. The people who were fighting.

- Should we open our hands to them?
- Should we open our hands to them and give them land to stay?
- Should we make them be people in the community?
- Should we get very friendly with them?
- Would we like for them to marry our children or their own?

Section V | Community Empowerment: Behavior and Attitudes

Now I would like to ask you some questions about life in this town. Sometimes communities face challenges and decisions need to be made that affect the lives of people in the town. I want to ask you about how you think such decisions are made in this community.

Q 68 We are asking here about the way land disputes are resolved.

> Suppose two people in this town make palava on land business. People got to talk the truth about who own the land.

This question might seem confusing to the respondent at first. We are asking which members of the community have final say in a decision, even if they are not involved in these types of decisions day-to-day. For example, if the town chief typically makes decisions but the elders can override any decision of this sort—even if everyone else in the community agrees—that he makes if they don't approve, we would say the elders can "block," or override, a decision.

There might be multiple individuals/groups that have the power to block decisions. This is fine; circle all that apply.

> Can any one of the people that I am coming to call say no when all the other people say yes?
>
> Keep all categories but…
>
> - Change religious leaders to big God people.
> - Change youth group to young people group.

Q 69 Here we are asking for the people/groups who are usually involved in this sort of decision making. We are trying to get at the person who is most often responsible for settling these types of disputes. This question is not about who serves as the final authority in particularly intractable disputes, but who is most **frequently** involved in settling disputes.

> Among these people that I just called, which two can talk and everybody will listen?
>
> Keep all categories but…
>
> - Change religious leaders to big God people.
> - Change youth group to young people group

Ask the respondent to first select the person/group that plays the biggest role, and then the second biggest role. Place a double circle around the answer for biggest role, and a single circle for second biggest role.

Q 70 Use the same circling method you used in Q66. This question, rather than asking what usually happens, asks what the respondent thinks **should** usually happen. We are trying to find out how the respondent thinks the town should be governed.

> In talking money palava, who are the two that you say they must be in front in this town?

Q 71, Q 72, Q 73

This set of questions is similar to the series above, but is about how town funds should be spent.

> Suppose they give your town some money. Someone had to decide how to spend the money.

See the instructions for the prior three questions.

Q 74 Read: *I would now like to ask you to think about the types of development projects you would like to see in this town.*

When the respondent gives you his or her opinion about the most important project, find that project on the list and circle the number 1 underneath. Then prompt for the second most important project, and circle the number 2 under the respondent's second priority. Finally, do the same for the third. For all the projects that were not in the top three projects, circle 0.

If at any time the respondent suggests a project that is not on this list, circle the priority level under "other" and write in the project description on the line or on the bottom of the page, referencing question 71.

> Suppose they give your town some money.
> On what do you think you will spend it on first?
> What will be the second one?
> And what will be the third one?

Q 75-Q 79

Read: *Let's talk for a moment about the kind of community you would like to live in. I'm going to describe two different arguments, and then I'd like you to tell me which of the following statements is closest to your view.*

Begin each pair of opposing viewpoints (each of which represents one question) by saying:

Some people think that [argument A]. Other people think that [argument B]. With which of these two arguments do you agree?

It is often helpful to gesture for emphasis by demonstrating position A by holding out your left hand to your far left side, and demonstrating position B by holding out your right hand to your far right side, as you describe each in turn.

So you could say:

On the one hand

(left arm raised to the enumerator's left side, as though gesturing to those on one side of the argument)

some people say [argument A]. On the other hand…

(right arm raised to the enumerator's right side, as though gesturing to those on the other side of the argument)

…some people say [argument B].

Once they have selected A or B, say:

Do you agree with this position very strongly or just moderately?

If they feel very strongly, select "agree strongly with A/B." If the indicate any reluctance or ambivalence, select "agree with A/B."

Try to avoid selecting either DK or "neither." Only allow these options if the respondent seems truly perplexed by the question (DK) or if they have a completely incompatible view of the ideal state of affairs with respect to the issue at hand ("neither").

For these questions especially it is extremely important not to let the respondent know what your position on the subject it. In general if the respondent asks you to repeat one argument you should be sure to repeat both arguments.

I want for us to talk small about this of your place where you are living. Now listen to what I'm going to ask.

75.

- Some people say that as members of this town we have the right to ask our leaders any question that we think that is not clear to us.
- Other people say as members of this town we are supposed to respect our big people who are in power.

Which one do you agree with?

76.

- Some people say when you are in power you are to help every one of your family and also people who you all speak the same dialect.
- Other people say when someone is in power that person is for everybody and not for one group of people.

Which one do you agree with?

77.

- Some people say women and men are equally equal. And for this reason, both men and women must be treated the same.
- On the other hand, some people say according to our country ways, women and men are not supposed to be equal.

Which one do you agree with?

78.

- Some people say everyone should be allowed to say something when there is an important talk, even if they don't understand what the people are saying.
- On the other hand, some people say only the people who understand what this talk is about must be the only ones to say something.

Which one do you agree with?

79.

- Some people say because elections can sometimes be bad, it is better to take our leaders the same way we used to do way back in the olden days.
- Other people say it would be better to take our leaders the way we are doing now by having elections.

Which one do you agree with?

Section VI | Community Cohesion and Collective Action

I would now like to ask you some questions about the ways that people in your community get together to socialize, work and discuss issues of importance to the people in your town. The first question is about the various ways that townspeople can make sure that their opinions are heard.

Q 80 Read the text, "In *the past 6 months, have you done any of the following*?" followed by each of the options below. If the respondent indicates that one of the question parts is inapplicable, simply mark that as a "no".

Q 81 *In this section we asked some relatively delicate information about clubs in the area and the individuals participation in clubs.*

Q 82 If the respondent indicates that town members have approached an official (that is, if he or she answers yes to the question), ask who they approached. Official/organization codes can be found in section H of the codesheet.

Q 83 A community initiative means that some portion of the townspeople formed an idea together about a project. We are asking about who initiated the project, not who participated in, spent the most time on, or led the project. If, for instance, a project was initiated by the town chief but then completed by a local NGO, the chief is the initiator, not the NGO.

You should ask if there were any initiatives of this form. If there are multiple then ask which was the most important. Enter the Code for the project type from Codelist G.

Q 84 The initiator of the project is the person or group who gets the project up and running, making requests and organizing people to get the work started. It is not necessarily the person who does the work on the project. Codes for project initiators can be found in section H of the codesheet (government officials).

Q 85 Finally, ask whether the respondent in particular contributed time/labor, and whether the respondent or the respondent's household contributed money to the project

Q 86 For each type of association, ask first if one exists (that is, is active). If the association does exist, enter the number of times per month that the association meets formally (either for planning or for activity). If the respondent knows of multiple associations, you will have to choose one of these for the following questions. To do this you should find out which is the biggest of these associations of which the individual is a member (or just the biggest if he is not a member of any). Chose this one. Then ask the respondent to estimate the number of current members. Finally, ask the respondent if he or she is currently a member if it turns out that this kind of association exists.

- A susu is an association in which the members make rotating withdrawals but no interest is involved.
- A kuu is an association in which people join together to labor together on projects.
- A PTA is a parent-teacher association.

Q 87 We are trying to figure out what differences across the town prevent people from working together effectively. Thus, in this context divide means prevents communities from accomplishing what they set out to do, whether this is initiate projects, bring suggestions to government officials, form associations, or take any other group action.

So for each potential "difference," you want to ask if it does not divide people at all, if it divides people somewhat, or if it divides people very much. You will then ask if these differences are more or less difficult before the war. How "difficult" the difference is refers to how significant a problem the difference poses when trying to take action as a community.

> Sometimes it is hard for communities to work together because of the small small talk among them. How far you think this small small talk can divide these different groups of people?

Q 88 Asks about the same issues but asks whether these differences are more or less pronounced; more or less deep relative to how they were before the war.

Section VII | Empowerment and Trust

Read: *I would now like to learn about how you feel about various people's ability to speak freely in this town about what they think is important. In order to do this, I'm going to tell you a series of stories about imaginary people that could exist in your town. These people are not meant to be actual people that you know, but rather examples of types of people that you might encounter in this town.*

I first want you to think about this town's community meetings. Sometimes, people feel that they are free to say whatever they want in these meetings. Other people are more reluctant to talk. I am going to describe

three people to you that behave differently in these meetings based on how comfortable they are speaking up. For each person, I want you to tell me how free you think they are to speak their minds.

For the vignettes, the following hypothetical names will be used, depending on the *gender and religion* of the respondent.

Muslim men	Muslim women
1. Mohammed 2. Ibrahim 3. Sekou 4. Moussa	1. Mariama 2. Fanta 3. Hawa 4. Mussu
Christian men	**Christian women**
1. Flomo 2. Harris 3. John 4. George	1. Esther 2. Mary 3. Sarah 4. Josephine

Use the first name from the appropriate box on the above chart. Read the vignette using that name, and then ask:

How much freedom does [name] have to say what she thinks in the town? Very much, a lot, a little or none at all.

Simply ask the respondent how free he or she is using the categories from the vignettes above, and then about women and young people specifically. Young people are those individuals under 30 years old.

Q 91 This question is intended to measure the extent to which the respondent trusts different types of people. We do this by asking whether they would be willing to act as a guarantor for different types of people.

Read the description of the club and the role of the guarantor first, and then ask about each type of person in turn. Remember, this question is not asking whether the respondent has been a guarantor for this type of person in the past, or even if the respondent is a member of a club. Rather, it is a hypothetical question about what they respondent can envision himself or herself doing.

Q 92 Community vignette

Read: *I would now like to know how you feel about various people's willingness to contribute to community projects, like building facilities or participating in associations. In order to do this, I'm going to tell you a series of stories about imaginary people that could exist in your town. These people are not meant to be actual people that you know, but rather examples of types of people that you might encounter.*

I first want you to think about projects that happen in this community. Some people are very involved in projects, but others choose not to participate as much. For each person I am about to describe, I want you to tell how me willing you think they are to participate in community projects.

Again, for the vignettes, the following hypothetical names will be used, depending on the gender and religion of the respondent.

Muslim men	Muslim women
5. Mohammed 6. Ibrahim 7. Sekou 8. Mussa	5. Mariama 6. Fanta 7. Hawa 8. Mussu
Christian men	**Christian women**
1 Flomo 2 Harris 3 John 4 George	1 Esther 2 Mary 3 Sarah 4 Josephine

Use the first name from the appropriate box on the above chart. Read the vignette using that name, and then ask:

***How willing is** [name] have to participate in community projects? Very willing, somewhat willing, a little willing, or not willing at all.*

After you are finished with the vignettes, ask how willing people from each of the following groups are to contribute to community projects.

Whenever there is town work to be finished in the town, things like fixing a road after the rainy season or rebuilding a primary school, how willing are these people to help?

A. (name) can always put people together. He/she can use his own money for the good of the town even if he/she can't get anything from it. Is he/she:

- Not at all willing to help
- A little willing to help
- Very willing to help
- Totally willing to help

B. (name) can stay by him/herself and cannot join people unless they force him. Is he/she:

- Not at all willing to help
- A little willing to help
- Very willing to help
- Totally willing to help

G. (name) can go to town meeting and say what he think catch his heart. When they ask him/her, he/she can pay money to help the people of the town.
Is he/she:

- Not at all willing to help
- A little willing to help
- Very willing to help
- Totally willing to help

H. How willing are you take part in town development?

Section VII | Isolation

Q 93

For each of these questions, first ask if the respondent believes he or she can tell you the name. If he or she answers yes, then ask the respondent to tell you the name. Write the name you are given on the appropriate line. Note that you should write down the name even if it is incorrect; in this case you should not tell the person that the name is incorrect.

Q 94

Visited means a social visit—this can be to see a friend or family member, or to attend any sort of religious ceremony, wedding, funeral, or celebration. We are trying to get at the idea of people having one-to-one conversations in which new ideas can be communicated to or from the town.

Note that it does not matter whether people *own* radios. It is possible that a person does not own a radio but that he listens to someone else's radio.

Since there aren't any Lofa-specific newspapers, this question really pertains just to national newspapers. Again it is possible that the person cannot read but still has the newspaper read to him. This counts here as "reading the newspaper"

We are now finished the interview. Thank you for your time. If you want to contact us, or if you have concerns, the County Superintendent and District Commissioners have all of our contact information. Our hope is that the results of this survey will help NGOs and the government better provide services to communities in Lofa County. We would like to interview you again a few years from now, so please answer a few questions that will help us locate your house again.

After completing the contact information and leaving the respondent you must complete the first set of questions in the Enumerator Impressions section of the survey by yourself. These are to be completed before you return the survey to the supervisor. The supervisor will then check the survey and complete the final part of this section.

III Interviewing Techniques

Enumerators need to keep the interview on course throughout. That is why it is important to maintain a good and cordial relationship with the respondent in order to get the information you are seeking from him /her. The accuracy of the information provided during the interview largely depends on how the good relationship with the respondent is maintained.

A number of principles are central to good interview technique:

Place of Interview It is best to conduct interviews with each respondent in isolation of other people. Ask the respondent to sit where no interruption will be made during his/ her interview. This avoids distractions and it also avoids interference. For the factual questions about the household –rather than the behavioral or knowledge questions—the spouse of the respondent may be consulted (for instance, where the male may not know the quantity of food prepared in his household on the daily base).

Beginning the Interview. The first impression lasts a long time. Prior to the interview make sure you understand the concepts and the definitions used in the questionnaires, administration of the questionnaires and the of census the objectives of the survey. When you start, us the script to introduce yourself; give your name and explain the purpose of the survey. It is important that you always guarantee the respondent of the confidentiality of the survey information he/ she may provide. Most important here is that although the respondents name is collected, this name will not be made available together with the responses to anybody other than the researchers who use this information only for purposes of identifying people for a follow up study. After you are through talking, ask the respondent whether he or she has any question. If he/she has questions or any concern, address them according to the objective of the survey. As soon as you are cleared on things with each other, go ahead and administer the questionnaire.

Question Posing. It is very important that the questions are read exactly the way they appear and worded in the questionnaire and as outlined in this manual. There may be a need to simplify the wording maybe in Liberian English, Lorma, Mandingo or Kpelleh. If this is the case, you should rely on the terminology identified in training and recorded in this manual insofar as possible in order not to change the concepts and objectives of the questions in your explanation.

Probing. The respondent may not understand a question when asked the first time. As a result he/she may give you answers that may not be related to the question asked. It is even possible for the respondent to give more information than is needed. For the factual questions probing can be used to collect the information.

Handling a Talkative. The survey is to be completed within a given period of time and each enumerator is assigned to do certain number of questionnaires on each day. Anything short of the number will prolong the survey period or prevent us from reaching our targets. It is therefore, very important to manage time for each interview by ensuring that a certain amount is completed with 15 minutes, 30 minutes and so on.

Appearance of field staff. All field staff are expected appear neat but not over dressed before their respondents. They should not appear before their respondents with drinks or smoking.

IV Terms of Reference for the Supervisors and Interviews

The work of the data collection staff is central to the success of this work. Although others are involved in study design, in data entry and in analysis, everything ultimately depends on the quality of the data collected.

There are two major categories of staff in surveys; they are supervisors and interviewers.

Terms Of Reference For Enumerators

- The enumerators are expected to administer the questionnaire adequately on the field.
- They are expected to canvass the selected areas with the supervisor before selection.
- They should account to the supervisors all returnable survey items including completed and un-completed questionnaire.
- They should report to their supervisor any administrative or technical issue that is beyond their control.
- They should perform any other duty that the supervisor deem necessary in line with the implementation of the survey.

Terms of Reference for Supervisors

Each team will have a supervisor in the field with them. That person takes the responsibility for what occur in the field during the data collection. He or She has been delegated the power to take initiative be responsible for the survey before authorities or the field. Specifically, he or she is expected to perform the following specific tasks;

- Represent the survey authorities on the field.
- Perform all administrative tasks on the field (obtain letter of authorization from either the superintendent, Commissioner, Paramount or Clan Chiefs.)
- Receive and manage the necessary field supplies (questionnaires, vehicles, control forms, fuel, and stationery) from the head office for the field interview.
- He/she should receive and manage all survey supplies (completed questionnaires)
- He/she is responsible for the field staff on the field in term of security, disputes and supervision.
- He/she should understand the administration of the questionnaire, concept and definitions used in the questionnaire and field administration.
- He/she is expected to go through the completed questionnaires before signature.
- He/she should be able to answer all questions raised by the interviewers from the questionnaire.
- He/she is responsible to select the household on the field for interview.
- He/she is expected to assign all the enumerators on the daily basis.
- He/she is expected to enumerate a designated number of surveys.
- He/she is expected to complete a PA form in each area that describes the selected households in the area as well as the performance of his/her team in the area.

One of the most important responsibilities of the the supervisor—beyond general quality control—is the sampling of households within a PA—project area. We describe the procedure that is used for this next.

v Within-Site Sampling Routine

A set of project areas, what we call *PA*s, have been identified for this study. For each of these, there is an assigned number of households (divided across the towns in the PA) that has to be drawn randomly from each town. The following describes the procedure that will be used to select these households once the team arrives in the PA.

The team will generally arrive in the PA in the late afternoon or evening and report to the town chief of the largest town. The team leader will provide the chief with the letter of introduction from the county superintendent and will explain the aims of the study. The chief should be expected to inform the town and neighboring towns that people will be coming the next day to undertake this study. He should also record the GPS coordinates of the major town by taking a GPS reading from the palaver hut of each town and marking this on his PA sheet.

Sampling will take place in two different ways depending on the size of the area.

We use Method I in smaller areas – typically areas with between one and two hundred households. We use Method II for a smaller number of much larger areas. We describe each of these next.

Method I. Once the agreement of the chief has been secured in a town the team leader will begin the process of assigning houses in each town to the enumerators on the team. The team leader will have a sheet for each PA which details the towns that must be visited and the number of surveys that should be completed in each town.

The sheet will provide a starting number for each town (where the first interview will take place), as well an interval. The households to be interviewed in each town are those in the sequence {Starting Number, Starting Number + Interval, Starting Number + $2 \times$ Interval…}. The enumerator should mark each house with chalk as he moves through the town, so it will be possible to check whether each interview was conducted in the right place. If more than one enumerator is working in a single town in a given day, the chalking should be completed together the evening before. The specific houses to be enumerated should be marked (for each enumerator) on the team leader's sheet.

As an example if 10 households are to be enumerated in a town with 100 people, then the interval is given by 100/10 = 10. If the starting number is 6, then the houses that are selected are houses number {6, 16, 26, 36,…96}. [Note, it is possible that the sequence "wraps around" and goes from the highest number back to the lowest; for example if the starting number were 15 in this same example, then the sequence would be {15, 25,..85, 95, 5}.

The selected households are then allocated to the enumerators such that each of the enumerators has one half of the households he must visit within the first half of the numbered sequence and the second half in the second half of the numbered sequence. For example, enumerator 1 may be asked to visit households 6, 16, 56 and 66, while enumerator 2 visits 26, 36, 76 and 86.

Enumeration begins in the morning with enumerators visiting the households with chalk markings corresponding to their allocated households.

Method II. Method II is used for large and more densely populated towns; involving settlements with over 300 households. Under this method the team leader identifies a central location in the town and faces towards the sun. He then selects the four directions (towards the sun; away from the sun and to either side). For each of these directions he finds the expected walking distance to the end of the PA. He then divides the estimated time by the required number of households for each of the four enumerators and provides the enumerators with the resulting set of times intervals for walking between sites. The enumerators then walk in these directions (note that these directions need not correspond to the directions of roads; in these cases the enumerators may have to change direction multiple times in order to find the true direction) for exactly the prescribed time interval (to the second); when the time interval is reached they select the nearest household to their position and use this as an enumeration point.

What to do if the head of household cannot be identified. If upon visiting a household they find that the head of the household is not present they should seek an appointment for later and move on to the next house in their list. On completing the next house, they should return to houses on their list that have not been completed and attempt again to meet with the head of the household. Again if they fail they should continue to their next house. In all, enumerators should revisit households twice after the initial visit to try to make contact. If they fail to make contact then they should enumerate the wife as head of household (for cases in which there is a male head of household). If this is also not possible then they should complete a non-response form and then select the household immediately to the right of the designated house for enumeration.

Once enumeration begins with the head of the household, a randomization procedure is used to identify the person who will respond to the second part of the survey on attitudes and behavior.

What to do if the 2nd respondent cannot be found. If the 2nd respondent cannot be found for their interview once the interview with the head of house hold is completed, then the enumerator should try to fix an appointment and move to the next house on his list, returning once this is complete. If this approach fails twice, then the enumerator should take a listing of all available household members and randomly draw a second enumerator from this list.

VI Definitions

- The household is defined as all people that have been eating together from the same pot for a period of at least one month.

- Relations are defined in terms of blood relations. Brother or sister should be used if the individual shares one parent with the head of the household. The terms brother and sister are sometimes used in a more informal way to indicate closeness; this is not however what is meant here. For the purposes of the survey the terms are only used if the person and the head of household share at least one parent.

- New arrivals in this case are any people who are moving in to the town to live from elsewhere. New arrivals are broken down into two categories.

    - *Returnees*—are people who had left during the war and returned within the past 6 months. For the purposes of the survey the term is used specifically for returnees to the town rather than returnees to the country of the region more generally. Some returnees may be displaced persons, others may be ex-combatants.
    - *New migrants*—are people who did not live in the town before the war but live there now.
    - Ex-combatants can also be new arrivals, and they can be either returnees or new migrants.

-

- Displaced will be defined as having left the town because of the war for a period of at least three months.

- Injury/maiming will be defined as any physical harm that left the respondent unable to work for two or more days..

- "Joining" a fighting group is defined as being a fellow traveler with a fighting group (whether or not the person was a *fighter*) for a continuous period of at least one month.

- A maldie is considered a sickness if it has prevented a person from working (or, for children, unable to attend school) for at least two days.

VII Time Line for Calculating Ages

Date of Event	Event	Age of Respondent as of 2006
1900	G.W. Gibson became President of Liberia	106
1900	Coleman resigned from the presidency	106
1901	First telephone established in Monrovia	105
1904	Arthur Barclay became president of Liberia	102
1912	Daniel Edward Howard became president	94
1914	First World War declared	92
1915	British gun boat, Highflier, offered to the Liberian Government (in an effort to control the Krus). Government expressed thanks but preferred to wait for the "Chester" which was expected from the US	91
1917	Liberia declared war against Germany, and turned the Germans who were still here over to the allies to be interned in France.	89
1918	Monrovia was bombarded by a German submarine on April 10.	88
1920	C.D.B. King became president of Liberia.	86
1923	Road to Kakata completed.	83
1924	First request of the Firestone company for a rubber concession.	82
1926	The planting agreement wit the Firestone company signed.	80
1926	A loan of 5 million was obtained from the US Firestone Plantations Company.	80
1927	Opening of the government hospital in Monrovia.	79
1928	The International Commission investigated charges of slavery in Liberia.	78
1929	Booker Washington Institute founded at Kakata by Mr. James I. Sibley, Advisor on Education.	77
1929	Liberia suffered from a world-wide depression (fall of coffee price)	77
1930	Proclamation from President C.D.B. King outlawing pawning and all forms of domestic service.	76
1930	Resignation of President King.	76
1930	Edwin Barclay became President of Liberia.	76
1931	Nifu destroyed in Sasstown War.	75
1934	March 5, Lebanese-owed two-story building demolished by an explosion on Benson Street.	72
1934	Firestone Company started operation in Harper.	72
1939	Second World War declared.	67
1942	US currency made legal tender in Liberia.	64
1942	US troops reached Liberia in WWII.	64
1943	End of the use of British currency as legal tender.	63
1943	Instruction opened at Barclay Training Centre on the south beach, Monrovia, under U.S. army officers.	63
1943	President E.J. Barcley and president-elect W.V.S Tubman visited US.	63
1944	Raymond concrete pile company began work in the Monrovia harbor.	62
1944	Krutown moved from the mainland to Bushrod Island to make room for machine shops, truck yards, and railroad for construction of the harbor.	62
1944	William V.S. Tubman became President of Liberia.	62
1944	Death of Mrs. Martha Aletha Tubman, wife of President Tubman, at Monrovia.	62
1945	The war in Europe ended, May 12.	61
1945	Liberia was a member of the UN Conference on International Organizations in the US on April 25.	61
1946	Ground-breaking for the new Liberia College buildings near Camp Jonson road, Monrovia.	60
1946	Bridge over Mesurado river to Bushrod Island opened to the public.	60
1946	Liberia mining company started mining in Bomi territory.	60
1946	Re-opening of the Nursing School at the Baptist Hospital in Monrovia.	60
1947	Construction began on the road from Owensgrove to Edina from the Farmington river	59

	to the mouth of S. John's.	
1947	Cornerstone of the first University of Liberia laid on December 13.	59
1947	Three tribesmen elected to House of Representatives.	59
1948	100th anniversary of independence of the Republic of Liberia celebrated on July 26.	58
1948	Bridge over St. Johns's river in Sanniquellie opened.	58
1948	Freeport of Monrovia opened.	58
1948	Liberia College building burned.	58
1949	January 3, Centennial Jubilee was brought to a close marking 100 years after the inauguration of J. J. Roberts, 1st President of Liberia.	57
1949	State wedding in the executive mansion of his Excellency, President W.V.S. Tubman to Miss Antionette Padmore, granddaughter or the late ex-President Arthur Barclay.	57
1949	Work began on t St. Paul river bridge, near Breserville.	57
1949	Formal opening of new Cuttington College at Suakoko.	57
1952	January 4, Centennial memorial building dedicated.	54
1953	Dr. Kwame Nkrumah, the leader of government business in the Gold Coast, visits Liberia.	53
1954	B.F. Goodrich Company started operations.	52
1954	President Edwin Barclay dies in November.	52
1955	The Tubman, Horace and Coleman incident.	51
1958	In March, Honorable A. Dash Wilson became the 13th Chief Justice of the Supreme Court of Liberia.	48
1958	National Iron Ore Company began mining.	48
1959	June 24, President Tubman pays state visit to Sierra Leone.	47
1959	July 24, a 66 year old woman died for four days and came back to live in Mahah.	47
1960	Liberia Agricultural Company--UNIROYAL	46
1961	September 4, President Charles D.B. King died.	45
1961	August 19, 2-headed baby born at the Ganta Methodist Mission Hospital.	45
1962	First Census in Liberia.	44
1962	November 29, Vice President Dr. William R. Tolbert hosts birthday party for the President of Liberia, Dr. William V.S. Tubman.	44
1964	Tubman's 5th Inauguration.	42
1965	November 29, 71st birthday of Dr. Tubman in Sanniquellie, Nimba County.	41
1965	November 12, President Tubman opens Bong mines.	41
1966	Firestone rubber company workers and LAMCO workers on strike.	40
1967	Mount Coffee Hydro-electric plant opened.	39
1968	President William V.S. Tubman's 6th inauguration.	38
1968	President Tubman's Silver Jubilee Celebration.	38
1971	President William V.S. Tubman died.	35
1972	President William R. Tolbert's 1st inauguration.	34
1974	Second Census in Liberia.	32
1976	Liberia Mining Company closed down.	30
1979	O.A.U. conference held in Monrovia.	27
1979	Rice Riot, April 14	27
1980	Coup d'etat on April 12.	26
1981	Samuel K. Doe launched cooperative farming in all countries, territories and districts.	25
1982	Mano River Disaster (Camp No Way)	24
1984	Nimba Raid	22
1985	October election was held	21
1985	November 12, Quiwonkpa abortive invasion	21

VIII Lofa CDR Survey Codes

General Codes Used Throughout Survey

Don't Know	-99	No	0
Does not apply	-88	Yes	1
Refused to Answer	-77		

A. Nonparticipation Codes	
No one home	1
Household head not home/can't be contacted	2
Too busy	3
Refused	4
No shared language with enumerators	5
Sick	6
Other (Indicate)	7

B Religion Codes	
Christian	1
Muslim	2
Traditional African Religion	3
No religion	4
Other (Indicate)	5

C Sicknesses Codes	
Malaria/fever	1
Cold/cough	2
Measles	3
Diarrhoea	4
Tuberculoses	5
Skin disease	6
Eye infection	7
Disability	8
HIV / AIDS	9
Cholera	10
Typhoid	11
Yellow Fever	12
Other (Indicate)	13

D Healthcare Codes	
Doctor	1
Physician Assistant	2
Professional Nurse	3
TBA (Traditional Birthing Attendant)	4
TTBA (Trained Traditional Birthing Attendant)	5
Family member	6
Herbalist	7
Other	8

E Professions Codes	
Home duties	1
Farmer / Gardener	2
Fisherman	3
Rubber Tapper	4
Trades/skilled person (Carpenter, tailor, etc)	5
Teacher	6
Medical doctor/engineer/lawyer	7
Other professionals	8
Petty trader / seller	9
Large scale trader/business person	10
Casual labourer	11
Unskilled	12
Civil Servant	13
Student	14
Nothing	15
Other (specify) _____	16

F Reasons for Incomplete Education Codes	
Completed school	1
Too old	2
Too far away	3
No money for fees	4
No food	5
Working home/job	6
School not useful/interesting	7
Illness	8
Pregnancy	9
Failed exam	10
Got married	11
School Damaged	12
Other (Indicate)	13

G Project Codes	
School	1
Clinic	2
Road repair/maintenance	3
Well/hand pump	4
Latrine	5
Electricity	6
Agricultural Inputs	7
Other (Indicate)	8

H Government / Town / Officials Codes	
Community members	1
Quarter chief	2
Town Chief	3
Clan/Paramount Chief	4
Elders / Relig's Leaders	5
Youth Group	6
Women's Group	7
Sanda	8
Land Commis'r	9
Dist. Commiss'r /Mayor/ Super't	10
Rep.s in House / Senate	11
LNP	12
UNMIL	13
NGOs	14
Other Repsof National Government	15
Other (Indicate)	16

J Fighting Groups Codes	
AFL: Armed forces of Liberia [Doe]	1
AFL: Armed forces of Liberia Black Berets [Sawyer]	2
NPFL (National Patriotic Front of Liberia)	3
NPFL-CRC (Coalition Forces)	4
INPFL (Independent National Patriotic Front of Liberia)	4
Ulimo (before split 1994)	5
Ulimo J	6
Ulimo K	7
Lofa Defense Force	8
Nimba Revolutionary Council	9
Bong Defense Front	10
ECOMOG	11
LPC: Liberian Peace Council	12
LURD	13
Model	14
SOD: Special Operation Police[Taylor]	15
ATU: Anti-terrorist Unit [Taylor]	16
Government of Liberia Troops [Taylor]	17
Other militias	18
Other	19

K Migrant Groups Codes	
Lorma	1
Mandigo	2
Other ethnic group	3
Christian	4
Muslim	5
Other religion	6
People who did bad things in this area	7
(Other) Ex-combatants	8
New migrants	9
Other (specify)	10

L Ethnic groups and languages Codes							
Bassi	1	Grebo	7	Mandingo	13	English	20
Gbandi	2	Kissi	8	Mano	14	French	21
Belle	3	Kpelle	9	Mende	15	Other	22
Dey	4	Krahn	10	Via	16		
Gio	5	Kru	11	Americo-Liberian / Congo	17		
Gola	6	Lorma	12	No tribal affiliation	18		

M Income Activity Codes					
Sales of field crops	1	Remittances	9	Sales of livestock products	17
Small business	2	Sale palm oil	10	Sales of orchard products	18
Mining	3	sale of bush meat	11	Handicrafts	19
Sales of cash crops	4	Sale of fish	12	Sale of productive assets	20
Skilled labour	5	Agricultural wage labor	13	Other Gov't benefits	21
casual labour	6	Firewood /charcoal sales	14	Borrowing	22
Petty trade	7	Sales of prepared foods	15	Begging	23
Salary /Government job	8	Sales of livestock	16	DDR Benefits	24
				Other (specify)_____	25

N. Education Level Codes	
None	0
Some Primary	1
Completed Primary	2
Some Secondary	3
Completed Secondary	4
Some non-university higher education	5
Completed non-university higher education	6
Some university education	7
Completed university degree	8
Graduate school	9

P Relation to Head of Household Codes	
Person is Head of HH	1
Parent	2
Grandparent	3
Husband or wife	4
Son or Daughter	5
Brother or Sister	6
Uncle or Aunt	7
Niece or Nephew	8
Grandchild	9
Friend or non-relative	10
In-laws (Brother / Sister / Parent in law etc)	11
Other (Specify in box)	12

Q. Location Codes

County Name	County Code	District Name	District Code		County Name	County Code	District Name	District Code
Bomi	03	Klay	0302		Lofa	21	Foya	2110
Bomi	03	Mecca	0304		Lofa	21	Kolahun	2112
Bong	06	Fuamah	0602		Lofa	21	Salayea	2114
Bong	06	Jorquelleh	0604		Lofa	21	Vahun	2116
Bong	06	Kokoyah	0606		Lofa	21	Voinjama	2118
Bong	06	Panta-Kpa	0608		Lofa	21	Zorzor	2120
Bong	06	Salala	0610		Margibi	24	Firestone	2402
Bong	06	Sanayea	0612		Margibi	24	Gibi	2404
Bong	06	Suakoko	0614		Margibi	24	Kakata	2406
Bong	06	Zota	0616		Margibi	24	Mambah-Kaba	2408
Gbapolu	45	Belleh	4504		Maryland	27	Barrobo	2702
Gbapolu	45	Bokomu	4506		Maryland	27	Pleebo/Sodeken	2704
Gbapolu	45	Bopolu	4508		Montserrado	30	Careysburg	3002
Gbapolu	45	Gbarma	4510		Montserrado	30	Greater Monrovia	3004
Gbapolu	45	Kongba	4502		Montserrado	30	St. Paul River	3006
Grand Bassa	09	District #1	0904		Montserrado	30	Todee	3008
Grand Bassa	09	District #2	0906		Nimba	33	Gbehlageh	3302
Grand Bassa	09	District #3	0910		Nimba	33	Saclepea	3304
Grand Bassa	09	District #4	0912		Nimba	33	Sanniquelleh-Mahn	3306
Grand Bassa	09	Owensgrove	0902		Nimba	33	Tappita	3308
Grand Bassa	09	St. John River	0908		Nimba	33	Yarwein-Mehnsohnneh	3310
Grand Cape Mount	12	Commnwealth	1208		Nimba	33	Zoegeh	3312
Grand Cape Mount	12	Garwula	1202		River Cess	36	Morweh	3602
Grand Cape Mount	12	Gola Konneh	1204		River Cess	36	Timbo	3604
Grand Cape Mount	12	Porkpa	1206		River Gee	42	Gbeapo	4202
Grand Cape Mount	12	Tewor	1210		River Gee	42	Webbo	4204
Grand Gedeh	15	Gbarzon	1502		Sinoe	39	Butaw	3902
Grand Gedeh	15	Konobo	1506		Sinoe	39	Dugbe river	3904
Grand Gedeh	15	Tchien	1508		Sinoe	39	Greenville	3906
Grand Kru	18	Buah	1802		Sinoe	39	Jaedae Jaedepo	3908
Grand Kru	18	Lower kru coast	1808		Sinoe	39	Juarzon	3910
Grand Kru	18	Sasstown	1806		Sinoe	39	Kpayan	3912
Grand Kru	18	Upper Kru Coast	1804		Sinoe	39	Pyneston	3914

Q ctd. Special Location Codes:

Cote d'Ivoire:	5001
Ghana:	5002
Guinea:	5003
Nigeria:	5004
Sierra Leone:	5005
Elsewhere outside Liberia:	5006
"The Bush"	6000
Here (this town)	7000

END